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ABSTRACT

Traditionally, continuing education, though a recognized mission of the community college, has been relegated to an ancillary position outside of the policy-making and administrative mainstream. As traditional student populations shrink and outreach and career preparation become more important, community colleges have begun to realize that continuing education provides opportunities for relationships with local government, business and industry; flexible, low-cost education for re-entry students; and the development of new student populations for basic education programs. Thus continuing education is invited or compelled to become a full partner in "one college." This means equal status for the dean of continuing education, program integration into the college's budget process, administrative support services, and more program flexibility. While these changes benefit both continuing education and the college, shifting enrollments, competition for space, and demands of government fiscal agencies and campus unions may result in these changes not being entirely voluntary. Three signposts anticipate the changeover to full curricular status: greater access to administrative support services, mutually beneficial relationships with other departments, and a recognition of continuing education as a full partner assisting in obtaining revenues, bringing new clients to the college, and providing linkages with local school boards, business and industry, and community groups. (Kingsborough Community College, NY, is used as an example throughout.) (KL)

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The One-College Concept and Continuing Education: The Process of Change from Peripheral Status to Full Integration

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DURING THE FIRST PART OF THIS SESSION, I HOPE TO SET FORTH SOME IDEAS ABOUT THE ONE-COLLEGE CONCEPT AND CONTINUING EDUCATION, VIEWING THE SHIFT FROM PERIPHERAL TO INTEGRATED STATUS WITHIN THE COMMUNITY COLLEGE AS A PROCESS OF GROWTH AND CHANGE.

I PLAN TO LIMIT MY REMARKS TO NON-CREDIT CONTINUING EDUCATION/COMMUNITY SERVICES PROGRAMS BECAUSE MY BACKGROUND AND EXPERIENCE LIE IN THIS AREA. THAT IS NOT TO SAY THAT CONTINUING EDUCATON EXCLUDES CREDIT PROGRAMS. WE SEPARATE THESE TWO FUNCTIONS AT KINGSBOROUGH. HOWEVER, I KNOW THAT MANY OF YOU ARE FROM INSTITUTIONS WHICH ADMINISTER A VARIETY OF CREDIT COURSES AND ACTIVITIES THROUGH YOUR DIVISION OF CONTINUING EDUCATION.

MY OTHER CAVEAT IS THAT MUCH OF WHAT I'LL SAY MAY SEEM QUITE SITUATION SPECIFIC. THAT IS, ILLUSTRATIONS WILL BE SPECIFIC NOT ONLY TO NON-CREDIT CONTINUING EDUCATION BUT ALSO TO KINGSBOROUGH COMMUNITY COLLEGE, WHICH IS PART OF THE CITY UNIVERSITY OF NEW YORK. HOWEVER, I HOPE, WHEREVER POSSIBLE, TO GENERALIZE - TO OFFER INSIGHTS AND STRATEGIES RELEVANT TO CONTINUING EDUCATION PROGRAMS IN OTHER COMMUNITY COLLEGES.

I'LL SPEAK FOR ABOUT 20 MINUTES, AND THEN DURING THE DISCUSSION PERIOD WHICH FOLLOWS, YOU WILL HAVE AN OPPORTUNITY TO SHARE YOUR OWN VIEWS AND TO RAISE QUESTIONS CONCERNING THESE IDEAS. I HOPE THAT THIS WILL BE A TRUE DISCUSSION, IN WHICH YOU REACT WITH EACH OTHER, AND NOT JUST TO MY INITIAL REMARKS. EACH OF YOU HAS A UNIQUE SET OF EXPERIENCES WHICH CAN BE OF VALUE TO OTHERS WHO ARE HERE.

TRADITIONALLY, ALTHOUGH CONTINUING EDUCATION, ALONG WITH COMMUNITY SERVICES, HAS BEEN A RECOGNIZED MISSION OF THE COMMUNITY COLLEGE, IT REMAINED OUTSIDE THE POLICY MAKING AND ADMINISTRATIVE MAINSTREAM OF THE COLLEGE. HISTORICALLY TWO-YEAR COLLEGES BEGAN BY ASPIRING TO BE LIKE FOUR-YEAR COLLEGES. THEY WERE PROUD OF THEIR TRANSFER PROGRAMS AND LESS INTERESTED IN HAVING THEIR OTHER-THAN-COLLEGIATE OFFERINGS VISIBLE. ACCORDINGLY, CONTINUING EDUCATION ACTIVITIES WERE RELEGATED TO A POSITION THAT'S MOST POLITELY DESCRIBED AS "ANCILLARY." CONTINUING EDUCATION PROGRAMS WERE EXPECTED TO BE SELF-SUSTAINING AND WERE VERY DEFINITELY THE STEP-CHILD OF THE COMMUNITY COLLEGE FAMILY.

"STEP CHILD" MAY BE PUTTING IT TOO POLITELY. I THINK IT WAS ERVIN HARLACHER WHO LIKENED THE STATUS OF CONTINUING EDUCATION/COMMUNITY SERVICES AT THE COMMUNITY COLLEGE TO THAT OF AN ILLEGITIMATE SON AT A FAMILY PICNIC.

MUCH HAS CHANGED IN THE PAST 10 YEARS AS THE TRADITIONAL COLLEGE-AGE POPULATION BEGAN TO SHRINK AND COLLEGES HAVE BEEN FACED WITH DECLINING ENROLLMENTS AND BUDGETARY PROBLEMS. CONTINUING EDUCATION, BY CONTRAST, HAS REMAINED A GROWTH AREA. FURTHERMORE, OUR PROGRAMMATIC STRENGTHS - FLEXIBILITY AND DIVERSITY - ARE WHAT'S NEEDED BY COMMUNITY COLLEGES IN THEIR CURRENT EMPHASIS ON CAREER PREPARATION AND COMMUNITY OUTREACH EFFORTS.

OUR ABILITY TO SERVE THE MISSION OF THE COMMUNITY COLLEGE IS AS STRONG AS EVER. OUR COMMITMENT TO THE VIABILITY - AND THE EXPANSION - OF THE COMMUNITY COLLEGE SHOULD BE UNQUESTIONED.

CONTINUING EDUCATION PROGRAMS PROVIDE OPTIMAL OPPORTUNITIES FOR DEVELOPING DIRECT RELATIONSHIPS WITH LOCAL GOVERNMENT, WHICH SUPPORTS COLLEGE OPERATIONS, AND WITH BUSINESS AND INDUSTRY, WHICH REMAINS A PRIMARY EMPLOYER OF COLLEGE GRADUATES. OUR PROGRAMS OFTEN INCLUDE CONTRACT COURSES WHICH SERVE THE IMMEDIATE AND SPECIFIC NEEDS OF THESE ORGANIZATIONS. CONTINUING EDUCATION ACTIVITIES ARE IDEALLY AND EFFICIENTLY SUITED TO PROVIDING FLEXIBLE AND LOW-COST EDUCATIONAL PROGRAMMING FOR THOSE RE-ENTERING EDUCATION AND RETURNING TO THE LABOR FORCE. THROUGH DEVELOPMENTAL AND BASIC EDUCATION PROGRAMS WHICH SERVE COMMUNITY EDUCATIONAL NEEDS, CONTINUING EDUCATION HELPS TO DEVELOP NEW POPULATIONS OF POTENTIAL CREDIT STUDENTS.

IN SHORT, CONTINUING EDUCATION IS NEEDED AND WE ARE NOW INVITED - EVEN COMPELLED - TO ASSUME FULL-FLEDGED MEMBERSHIP IN THE COMMUNITY COLLEGE FAMILY - TO BE PART OF ONE COLLEGE.

<u>ONE COLLEGE</u> MEANS THAT THE DEAN OF CONTINUING EDUCATION MOVES FROM AN ANCILLARY STATUS TO A STATUS CO-EQUAL WITH THAT OF OTHER DEANS, PARTICIPATING IN POLICY FORMATION AND DECISION MAKING FOR THE COLLEGE AS A WHOLE.

<u>ONE-COLLEGE</u> MEANS THAT THE OFFICE OF CONTINUING EDUCATION IS INTEGRATED INTO THE REGULAR BUDGETARY STRUCTURE OF THE COLLEGE. ADMINISTRATIVE STAFF ARE INTEGRATED AS WELL, ALTHOUGH IN OUR PROGRAM

AND IN MANY OTHERS, THE SELECTION AND HIRING OF INSTRUCTIONAL STAFF REMAIN THE PROVINCE OF THE CONTINUING EDUCATION UNIT.

ONE COLLEGE MEANS THAT THE PROGRAMS OF THE OFFICE OF CONTINUING EDUCATION ARE SERVICED BY COLLEGE ADMINISTRATIVE SUPPORT OFFICES SUCH AS OFFICE SERVICES, PURCHASING, PUBLICATIONS, AND COMMUNITY RELATIONS OFFICES.

AND FINALLY

ONE-COLLEGE MEANS THAT THE PROGRAM DEVELOPMENT RESOURCES OF CONTINUING EDUCATION - PARTICULARLY OUR FLEXIBILITY AND CAPACITY FOR EXPERIMENTATION AND INNOVATION BECOME A RESOURCE OF THE COLLEGE AS IT REALIZES ITS MISSION AND EXPANDS ITS SERVICES.

IT'S MY FIRM BELIEF THAT MOVEMENT TOWARDS THE ONE-COLLEGE CONCEPT BENEFITS BOTH THE CONTINUING EDUCATION PROGRAM ITSELF AND THE COLLEGE AS A WHOLE. AND SPEAKING QUITE FRANKLY AND PERSONALLY NOW, IT'S THIS BELIEF THAT SUSTAINS ME WHEN I MIGHT OTHERWISE BE INCLINED TO GRUMBLE ABOUT A LOSS OF AUTONOMY. THAT LOSS IS THE INEVITABLE PRICE OF INTEGRATION. CERTAINLY THERE ARE TRADE-OFFS IN CONTINUING EDUCATION'S MOVEMENT TOWARD INTEGRATED STATUS.

I WILL ALLUDE TO SOME OF THESE TRADE-OFFS AS I PROCEED.

I WILL ALSO ARGUE THAT CONTINUING EDUCATION'S SHIFT TO INTEGRATED, ONE-COLLEGE STATUS IS NOT ENTIRELY VOLUNTARY. THERE ARE SEVERAL REASONS. ONE CONCERNS THE NEEDS OF THE COLLEGE IN A TIME OF SHIFTING ENROLLMENTS, PRIORITIES, AND BUDGETARY CUTBACKS. A SECOND AND RELATED REASON IS CONTINUING EDUCATION'S GROWTH. AS THE CONTINUING EDUCATION PROGRAM GROWS, SO DOES THE NEED TO MAKE ARRANGEMENTS FOR SPACE AND FACILITIES USAGE, FOR EXAMPLE. THESE ARRANGEMENTS REQUIRE INCREASING COORDINATION BETWEEN THE OFFICE OF CONTINUING EDUCATION AND OTHER OFFICES OF THE COLLEGE. A THIRD REASON INVOLVES EXTERNAL DEMANDS BY, FOR EXAMPLE, GOVERNMENTAL FISCAL ACCOUNTABILITY AGENCIES, AND LABOR UNIONS. EXTERNAL DEMANDS FORCE RECOGNITION OF THE FACT THAT THE CONTINUING EDUCATION DIVISION, LIKE IT OR NOT, IS VIEWED AS AN INTEGRAL PART OF THE COLLEGE.

RECENTLY, WE AT KINGSBOROUGH HAVE TOTALLY RE-VAMPED THE WAY IN WHICH WE DO OUR BUDGETING AND HANDLE OUR FUNDS. INTERESTINGLY ENOUGH, THIS CHANGE WAS FORCED ON THE COLLEGE AND THE OFFICE OF CONTINUING EDUCATION. THE FRAMEWORK WE ARE NOW FOLLOWIS BASED ON A LEGISLATIVE MANDATE, AND A MUCH PUBLICIZED AND VERY CRITICAL AUDIT PERFORMED BY THE CITY'S AUDITING AGENCY WHICH LED THE UNIVERSITY TO TAKE ACTION TO OPERATIONALIZE THE LAW THROUGH A NEW BUDGETING SYSTEM. BASICALLY WHAT WAS REQUIRED WAS THAT WE PROJECT OUR INCOME AND EXPENDITURES, AND THAT THE PROJECTED BUDGET CONFORM WITH THE OVERALL COLLEGE AND UNIVERSITY BUDGET. IN ATTEMPTING TO IDENTIFY THOSE ITEMS TO BE INCLUDED

IN THIS BUDGET, WE MODELED OUR APPROACH AFTER THAT USED BY OTHER DIVISIONS, AS WELL AS DEPARTMENTS AND OFFICES OF THE COLLEGE. THIS MODEL WAS QUITE DIFFERENT FROM THE OLD "SELF-SUSTAINING" APPROACH, IN WHICH EXPENDITURES WERE DEPENDENT SOLELY ON TUITION REVENUES. IT ALLOWED FOR IMPLICIT INCORPORATION OF THE NOTION OF "COLLEGE SUPPORT" FOR ADMINISTRATIVE COSTS OF CONTINUING EDUCATION JUST AS THOSE COSTS ARE CARRIED FOR THE VARIOUS DEPARTMENTS OF THE COLLEGE. THIS IS THE NATURAL COROLLARY OF RECOGNITION OF CONTINUING EDUCATION AS A LEGITIMATE MISSION OF THE COLLEGE. IT IS IMPORTANT TO NOTE THAT THIS MODEL CAREFULLY AVOIDS ANY IDENTIFICATION OF CONTINUING ED. FTE REVENUES AS"OUR" MONEY.

ANOTHER MAJOR FORCE WHICH ADVANCES THE ONE-COLLEGE CONCEPT IN MANY AREAS IS FACULTY UNIONISM. THIS HAS BEEN AN IMPORTANT FACTOR AT THE CITY UNIVERSITY OF NEW YORK. DURING THE CITY'S 1974/75 FISCAL CRISIS, SOME FULL TIME FACULTY MEMBERS WERE RETRENCHED. AT ONE COLLEGE, THESE FACULTY WERE THEN REHIRED THROUGH THE OFFICE OF CONTINUING EDUCATION, AND FOUND THEMSELVES DOING EXACTLY THE SAME JOB FOR CONSIDERABLY LESS MONEY. AT THAT TIME, OFFICE OF CONTINUING EDUCATION PERSONNEL WERE NOT COVERED BY THE UNION CONTRACT, AND REMAINED SUBSTANTIALLY OUTSIDE OF THE PERSONNEL POLICIES OF THE UNIVERSITY. THE FACULTY MEMBERS AFFECTED BY THIS SITUATION MADE A COMPLAINT THROUGH THEIR UNION. THIS GRIEVANCE WENT TO ARBITRATION, AND THE RESOLUTION OF THE COMPLAINT UPSET THE EXISTING ARRANGEMENTS THAT HAD CONTINUING EDUCATION AS SOMETHING OTHER THAN AN INTEGRAL PART OF THE COLLEGE.

In summary colleges are discovering that they delude themselves if they attempt to view continuing education as not a full part of the College. Outsiders, including labor arbitrators and state auditors, have difficulty understanding why continuing education is "different." Instead, as we have seen, they mandate that continuing education be the "same" as other college divisions.

* * * *

Assuming that the change-over to the concept of one college is both desirable and necessary, signposts of that change can be seen in several distinct areas of operation. Our awareness of the change process can help us adjust instead of being stymied. Furthermore, if we can anticipate change, we can capitalize on the opportunities it offers.

I will offer you my analysis of some of these signposts of the process of change from peripheral tc integrated status. Although examples will be drawn from my particular experience, I hope we can generalize during our group discussion.

One signpost of the change process is that:

> Continuing education starts to enjoy more access to and makes increasingly productive use of college-wide administrative support services.

Continuing Educators at Colleges which must respond to external pressures for change can take advantage of the opportunities which open up before them as a result of forced change. One way

THIS HAPPENS IS WHEN NON-EDUCATIONAL RESPONSIBILITIES ARE SHIFTED OUT OF THE OFFICE OF CONTINUING EDUCATION. FOR EXAMPLE, AT KINGSBOROUGH, PURCHASING, INCLUDING THE NECESSITY FOR BIDDING OUT LARGE JOBS SUCH AS PRINTING OUR PROMOTIONAL MATERIALS, HAS BEEN MOVED OUT OF THE HANDS OF OFFICE OF CONTINUING EDUCATION PERSONNEL, AND INTO THE COLLEGE PURCHASING OFFICE. OUR OFFICE HAS "JOINED THE FAMILY" AND NOW ADHERES TO STATE, CITY AND UNIVERSITY REGULATIONS WHICH BIND OTHER PUBLIC AGENCIES. WE HAVE LEARNED TO LIVE WITHIN THE CONSTRAINTS PLACED ON ALL THE OTHER UNITS OF THE COLLEGE AND UNIVERSITY. AS WE HAVE DONE THIS, I AND MY STAFF HAVE DEVELOPED PERSONAL RELATIONSHIPS WITH OTHER COLLEGE STAFF MEMBERS INCLUDING THE BUSINESS MANAGER AND THE PURCHASING DIRECTOR. WE HAVE LEARNED FROM OUR COLLEAGUES HOW TO MAKE THE REGULATIONS WORK FOR US RATHER THAN HAMSTRINGING THE OPERATION.

WITH THE LESSENING OF ROUTINE ADMINISTRATIVE AND BUREAUCRATIC DEMANDS ON THE OFFICE OF CONTINUING EDUCATION, WE NOW ARE ABLE TO UTILIZE OUR TRAINED AND EXPERIENCED STAFF FOR WHAT THEY DO BEST: DEVELOPING CONTINUING EDUCATION PROGRAMS. IN ADDITION, THE EXPERTISE OF THE COLLEGE'S ADMINISTRATIVE SUPPORT PERSONNEL IS NOW AVAILABLE TO THE OFFICE OF CONTINUING EDUCATION. THIS WILL, IN THE LONG RUN, RESULT IN BETTER SERVICES TO OUR PROGRAM. AREAS IN WHICH THIS POTENTIAL BENEFIT IS PARTICULARLY HIGH INCLUDE: ARTISTIC DESIGN OF OUR PROMOTIONAL LITERATURE, AND TARGETING AND OVERALL DESIGN OF OUR ENTIRE PROMOTIONAL CAMPAIGN, WHICH MAY COME TO BE DONE BY THE PUBLICATIONS AND COMMUNITY RELATIONS OFFICES OF THE COLLEGE.

A SECOND SIGNPOST ON THE ROAD TO CHANGE IS:

THE DEVELOPMENT OF MUTUALLY BENEFICIAL
RECIPROCAL RELATIONSHIPS BETWEEN
CONTINUING EDUCATION STAFF
AND DEPARTMENTAL FACULTY.

THESE RECIPROCAL RELATIONSHIPS ULTIMATELY ENABLE THE SOLUTION OF COLLEGE PROBLEMS. THEY ALSO HELP TRANSFORM THE IMAGE OF CONTINUING EDUCATION --BUT HERE I AM JUMPING AHEAD TO MY THIRD SIGNPOST. LET ME FIRST GIVE YOU AN EXAMPLE OF HOW MY POSITION AS A "FULL" DEAN AND A MEMBER OF THE PRESIDENT'S CABINET ENABLED ME TO START BUILDING BRIDGES FROM OUR NON-CREDIT PROGRAM TO THE DEPARTMENTAL FACULTY. IN TELLING YOU THIS STORY, MY PURPOSE IS NOT TO CONGRATULATE MYSELF BUT TO ILLUSTRATE THE VALUE TO THE COLLEGE OF HAVING THE CONTINUING EDUCATION DIVISION AS AN INTEGRAL PARTNER.

THE NURSING PROGRAM AT THE COLLEGE HAS AN ON-GOING NEED FOR INTERNSHIP OPPORTUNITIES FOR ITS STUDENTS. THESE HAVE BEEN PROVIDED IN THE PAST BY BROOKDALE HOSPITAL. THIS HOSPITAL, IN A COMPLETELY SEPARATE INITIATIVE BY ANOTHER DEPARTMENT OF THE HOSPITAL, APPROACHED THE OFFICE OF CONTINUING EDUCATION AND REQUESTED THAT WE OFFER SPANISH CLASSES FOR ITS PHYSICIANS. AS DEAN OF CONTINUING EDUCATION, AND MEMBER OF THE PRESIDENT'S CABINET, I PARTICIPATE IN DECISION MAKING CONCERNING A WIDE VARIETY OF COLLEGE ISSUES. THIS MEANT THAT I WAS AWARE THAT BROOKDALE HOSPITAL HAD INDICATED THAT IT COULD NO LONGER PROVIDE INTERNSHIP OPPORTUNITIES FOR KINGSBOROUGH STUDENTS AFTER THE CURRENT TERM. I WAS ABLE TO PUT TOGETHER A BARTER ARRANGEMENT

WHEREBY THE PHYSICIANS RECEIVED THEIR SPANISH LESSONS FREE OF CHARGE THROUGH THE OFFICE OF CONTINUING EDUCATION, BROOKDALE HOSPITAL CONTINUED ITS INTERNSHIP PROGRAM WITH THE NURSING DEPARTMENT, AND THE COST OF SPANISH INSTRUCTION FOR PHYSICIANS WAS PAID OUT OF A NURSING DEPARTMENT GRANT.

ANOTHER RESPECT IN WHICH CONTINUING EDUCATION CAN MATERIALLY CONTRIBUTE TO THE SUCCESS OF THE COLLEGE AS A WHOLE IS THROUGH OUR LINKAGES WITH THE COMMUNITY. I KNOW THAT EVERY CONTINUING EDUCATOR IN THIS ROOM HAS EXAMPLES TO SHARE -- AND I HOPE THAT WE CAN EXCHANGE SUCCESS STORIES IN THE DISCUSSION PERIOD THAT FOLLOWS. HOWEVER, THE CHALLENGE FOR EACH OF US IS TO ENSURE THAT OUR COMMUNITY COLLEGE COLLEAGUES -- THE PRESIDENT, THE DEANS, THE DEPARTMENTS -- RECOGNIZE AND ACKNOWLEDGE OUR CONTRIBUTIONS TO THE ENTIRE COLLEGE. WE HAVE CONTINUALL TO ENHANCE THE IMAGE OF CONTINUING EDUCATION WITHIN THE COLLEGE.

A TRANSFORMATION IN THE IMAGE OF CONTINUING EDUCATION IS A THIRD SIGNPOST OF THE CHANGE PROCESS.

WE HAVE TO WORK HARD TO EFFECT THIS TRANSFORMATION. ONCE WE HAVE PERSUADED OURSELVES THAT CONTINUING EDUCATION IS A FULL AND VITAL PARTNER IN THE COMMUNITY COLLEGE ENTERPRISE, WE MUST CONVINCE OUR COLLEAGUES. YOU AND I HAVE TO CONVINCE THEM THAT REALIZATION OF THE ONE-COLLEGE CONCEPT FURTHERS OUR ABILITY TO CAPITALIZE ON THE OPPORTUNITIES AVAILABLE TO THE COLLEGE AS WELL AS THE CONTINUING EDUCATION PROGRAM.

So, for example, our linkages with local community organizations assist in the development of strong proposals for funding projects from both public and private sources. At Kingsborough, we are working with the Grants Office to develop cooperative grants with other departments. The most productive grants are often those which result from a joint effort on the part of a career department, for example, data processing, and the office of continuing education, which can best provide needed instruction in basic skills. As the office of continuing education has come to be an equal member of the college community, we're developing the easy fraternal relationships which facilitate such joint efforts - and result in more grant dollars coming into the College.

Another way continuing education contributes to the College and to the University as a whole is through extension of its educational resources to new clients - making a visible contribution to the economic development of the community through training and retraining private sector employees. Let me tell you about one such course and share some of my speculations about the kinds of publicity that might advance the one-college transformation.

Kingsborough is located less than a mile from Brighton Beach -- the home of thousands of newly arrived Russian immigrants. We have been interested in serving this community for a variety of reasons, ranging from a clear educational need to the traditional orientation of the College to serve ethnic groups in the community. Recently, a large Brighton Beach bank came to us with a request that the office of continuing education offer

RUSSIAN CLASSES FOR ITS STAFF, RANGING FROM OFFICERS TO TELLERS. WE HAVE ARRANGED FOR A CURRICULUM SPECIALIST TEACHER TO DEVELOP RESOURCE MATERIALS AND INSTRUCT THESE EMPLOYEES. THE BANK IS PROVIDING FACILITIES, AS WELL AS PAYING EACH PARTICIPANT'S TUITION FEE. WE HOPE THIS PROGRAM DEVELOPMENT LINKAGE WILL OFFER THE COLLEGE OTHER OPPORTUNITIES. FOR EXAMPLE, IN LIEU OF ALL OR PART OF THE FEE AGREED UPON, THE BANK MIGHT AGREE TO RUN AN AD IN A LOCAL NEWSPAPER PUBLICIZING THE COOPERATION BETWEEN THE BANK AND THE COLLEGE, AND THE SERVICE PERFORMED BY THE COLLEGE FOR THE COMMUNITY. THIS TYPE OF PUBLICITY COULD SERVE THE LARGER INTEREST OF THE COLLEGE, AND ALSO STIMULATE ADDITIONAL REQUESTS TO THE OFFICE OF CONTINUING EDUCATION.

I THINK IT'S FAIR AND ACCURATE TO SAY THAT THIS FAVORABLE PUBLICITY FOR THE COLLEGE HAS SERVED TO ALTER THE IMAGE OF CONTINUING EDUCATION IN THE EYES OF MANY DEPARTMENT FACULTY IN DEGREE PROGRAMS. WHATEVER THEIR PRECONCEPTIONS, THEY ARE TAKING AN INCREASINGLY POSITIVE VIEW OF CONTINUING EDUCATION. ONE OF THE REASONS THEY DO SO IS THAT THEY RECOGNIZE AND ACKNOWLEDGE THAT OUR ACTIVE PRESENCE HERE ON CAMPUS ASSISTS THE EFFORT TO RECRUIT STUDENTS FOR CREDIT PROGRAMS.

KINGSBOROUGH'S HIGH SCHOOL EQUIVALENCY INSTITUTE BENEFITS MANY PEOPLE. LAST YEAR 800 ADULTS RECEIVED HIGH SCHOOL DIPLOMAS AS A RESULT OF ATTENDANCE AT OUR PROGRAM. THE COLLEGE ALSO BENEFITS FROM THIS PROGRAM: EACH SUCCESSFUL PARTICIPANT IS A POTENTIAL COLLEGE STUDENT. IN FACT, ONE IN FOUR GO ON TO ENROLL AT KINGSBOROUGH.

AS THE VALUE OF THIS PROGRAM TO THE COLLEGE AND THE COMMUNITY BECAME INCREASINGLY APPARENT, WE BEGAN TO BUILD NEW ELEMENTS INTO THE PROGRAM ITSELF. WE BROUGHT IN STAFF FROM THE STUDENT DEVELOPMENT DEPARTMENT, THE FINANCIAL AID OFFICE, AND THE ADMISSIONS OFFICE FOR THE MEETINGS WE ALWAYS HOLD FOR STUDENTS WHO ARE ABOUT TO SIT FOR THE EXAM. THIS EMPHASIS ON THEIR POTENTIAL FUTURE AS COLLEGE STUDENTS HAS A TREMENDOUS EFFECT IN ENHANCING STUDENT CONFIDENCE GOING INTO THE EXAM. WE HAVE GONE SO FAR AS TO HAVE STUDENTS FILL OUT APPLICATIONS FOR ADMISSION AND FINANCIAL AID PRIOR TO GOING TO THE EXAM.

THE DEVELOPMENT OF THIS COLLABORATIVE EFFORT TO MOVE OUR HIGH SCHOOL EQUIVALENCY DIPLOMA CANDIDATES THROUGH OUR PREPARATION PROGRAM AND INTO THE COLLEGE HAS TAKEN PLACE SMOOTHLY, WITH CABINET-LEVEL LEADERSHIP AND SUPPORT. IT HAS BEEN FRUITFUL BECAUSE IT IS BASED ON THE DEVELOPMENT AND MATURATION OF SOLID RELATIONSHIPS OF MUTUAL SUPPORT BETWEEN THE OFFICE OF CONTINUING EDUCATION

AND OTHER OFFICES OF THE COLLEGE. ALREADY AT KINGSBOROUGH, WHICH DRAWS STRONGLY FROM SEVERAL LOCAL HIGH SCHOOLS, THE GED TEST IS THE LARGEST SINGLE SOURCE OF HIGH SCHOOL DIPLOMA HOLDERS SEEKING ADMISSION TO THE COLLEGE. WE EXPECT THIS TO CONTINUE TO BE THE CASE IN THE FUTURE.

LET ME TELL YOU ABOUT ANOTHER MAJOR LINKAGE WITH THE COMMUNITY WHICH ENHANCES THE IMAGE OF CONTINUING EDUCATION IN THE EYES OF OUR COLLEAGUES. THIS CONCERNS OUR STRONG LINKAGE WITH LOCAL SCHOOL BOARDS. THIS LINKAGE PROVIDES THE COLLEGE WITH EXCEPTIONAL RECRUITMENT OPPORTUNITIES AMONG SENIORS IN HIGH SCHOOL WHO ARE GOING ON TO COLLEGE, AS WELL AS MORE GENERALIZED COMMUNITY AWARENESS AND SUPPORT FOR THE COLLEGE. THE OFFICE OF CONTINUING EDUCATION WORKS WITH LOCAL SCHOOL BOARDS IN SEVERAL SEPARATE PROGRAMS.

FIRST, WE OPERATE EVENING PROGRAMS IN THREE PUBLIC HIGH SCHOOLS IN THE COLLEGE'S SERVICE AREA.

SECOND, WE SPONSOR A SATURDAY MORNING PROGRAM FOR PRE-TEENS ON THE COLLEGE CAMPUS. WE OFFER ACTIVITIES SUCH AS ART, MUSIC AND ATHLETICS WHICH LOCAL SCHOOL DISTRICTS CAN NO LONGER AFFORD. THIS PROGRAM BENEFITS THE COLLEGE IN A NUMBER OF WAYS PRIMARILY RELATED TO COMMUNITY AWARENESS AND STUDENT RECRUITMENT. THE SCHOOL BOARD IS HELPFUL IN ITS FORMAL RECOGNITION OF THE SERVICE WE PERFORM BY DOCUMENTING ITS IMPORTANCE AS A RESPONSE TO A PARTICULAR COMMUNITY PROBLEM. THIS FORMAL RECOGNI-

TION IS ONE ELEMENT IN ENSURING THAT THIS ACTIVITY WILL BE SEEN AS A STATE-AIDABLE. THIS IN TURN GENERATES ACTUAL DOLLARS AND CENTS REVENUES FOR THE COLLEGE.

OUR THIRD LINK WITH THE LOCAL SCHOOL DISTRICTS IS A TEST TAKING COURSE FOR HIGH SCHOOL STUDENTS THAT WE PROVIDE ON THE COLLEGE CAMPUS. THIS SERVES AS A FIRST INTRODUCTION TO THE AMENITIES OF THE COLLEGE. IT ATTRACTS STUDENTS THE COLLEGE WOULD LIKE TO SEE ENROLL.

WHILE THESE LINKAGES WITH THE LOCAL SCHOOL DISTRICTS HAVE BEEN, IN MANY INSTANCES, IN OPERATION FOR QUITE SOME TIME, IT IS ONLY NOW, AS THE ONE-COLLEGE CONCEPT BECOMES A REALITY ON OUR CAMPUS, THAT THE COLLEGE IS BEGINNING TO RECEIVE ALL OF THE BENEFITS OF THESE TIES.

MOREOVER, WE HAVE DEVELOPED SOME VERY VALUABLE ALLIES THROUGH OUR LINKAGES WITH THE COMMUNITY: BUSINESS MEN AND WOMEN, CIVIC LEADERS AND POLITICIANS, PARENTS OF SCHOOLCHILDREN. THESE ALLIES CARRY OUR MESSAGE FOR US, PROMOTING OUR PROGRAM TO PEOPLE WITHIN THE COLLEGE AS WELL AS WITHOUT AND THEREBY ENHANCING OUR STATUS WITHIN THE COMMUNITY COLLEGE FAMILY.

IN CONCLUSION, LET ME QUICKLY SUMMARIZE WHERE WE'VE BEEN, AND LEAVE YOU WITH A THOUGHT FOR THE MONTHS AND YEARS REMAINING IN THE '80's.

IT IS MY CONTENTION THAT CONTINUING EDUCATION WILL BE A FOCAL POINT AS COMMUNITY COLLEGES COPE WITH THE CHALLENGES OF THE '80'S. COLLEGES WHICH INTEGRATE THEIR CONTINUING ED PROGRAMS INTO THE MAINSTREAM OF THEIR OPERATIONS AND REALIZE THE ONE-COLLEGE CONCEPT WILL BE MOST SUCCESSFUL IN MEETING THESE CHALLENGES.

CONTINUING EDUCATORS THEMSELVES WILL SEE THE NEED TO MOVE IN THIS DIRECTION, IF ONLY TO MORE EASILY RESOLVE PROBLEMS SURROUNDING ISSUES SUCH AS SPACE UTILIZATION AND ADMINISTRATIVE SUPPORT. MORE LIKELY, THEY WILL PRESS IN THIS DIRECTION DESPITE THE DIFFICULTIES OF ADAPTING TO NEW ARRANGEMENTS BECAUSE OF THE NEED FOR IMPROVED PROGRAM SERVICES TO THEIR CLIENTELE - JUST AS WE DID WHEN WE STRENGTHENED OUR HIGH SCHOOL EQUIVALENCY PREPARATION PROGRAM THROUGH COOPERATION WITH COLLEGE OFFICES.

FOR THE COLLEGE AS A WHOLE, A CAREFULLY CONSIDERED ATTEMPT TO DEFINE AND MOVE TOWARDS ONE-COLLEGE OFFERS MANY ADVANTAGES. SOME THAT I HAVE ILLUSTRATED INCLUDE:

SOLVING SPECIFIC PROBLEMS, SUCH AS THE NEED TO MAINTAIN INTERNSHIP OPPORTUNITIES FOR OUR NURSING DEPARTMENT.

ACHIEVING GENERAL GOALS OF THE COLLEGE, SUCH AS BETTER LINKS WITH COMMUNITY GROUPS, DIRECT SERVICE TO LOCAL BUSINESS AND INDUSTRY, AND SUCCESSFUL RECRUITMENT OF RECENT HIGH SCHOOL GRADUATES.

INCREASING COLLEGE REVENUES FROM BOTH TAX LEVY FUNDS AND PUBLIC AND PRIVATE GRANTS AND CONTRACTS.

CHANGE IN ANY INSTITUTION IS DIFFICULT. LEARNING NEW WAYS OF OPERATING TAKES TIME. WE ALL TEND TO AVOID UNKNOWN WATERS. HOWEVER, PERMIT ME TO PARAPHRASE HENRY STEELE COMMAGER'S DECLARATION OF INTERDEPENDENCE:

> WE CAN NO LONGER AFFORD TO MAKE LITTLE PLANS,
> (OR) ALLOW OURSELVES TO BE CAPTIVES OF EVENTS AND FORCES OVER WHICH WE HAVE NO CONTROL,
> (OR) CONSULT OUR FEARS RATHER THAN OUR HOPES.

THANK YOU.

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